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ABSTRACT

These facilitator's skill packets contain seven individual packets on skills for dealing with feelings: (1) knowing one's feelings; (2) expressing one's feelings; (3) understanding the feelings of others; (4) dealing with someone else's anger; (5) expressing affection; (6) dealing with fear; and (7) rewarding oneself. Each unit contains the following sections: definition of skills for dealing with feelings; objective; resources needed; using the skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

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SKILLS FOR DEALING WITH FEELINGS

FACILITATOR'S SKILL PACKETS

23-29

SOCIAL SKILLS TRAINING

Job Corps

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Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 23

Knowing Your Feelings

"It is in men as in soils where sometimes there's a vein of gold which the owner knows not of."

— Swift

U.S. Department of Labor

Job Corps

23

Knowing Your Feelings

ST★R SOCIAL SKILLS TRAINING

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students recognize the emotions they are feeling, decide what caused the feeling, and can identify the feeling.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 23. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape *(video unavailable at this time);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

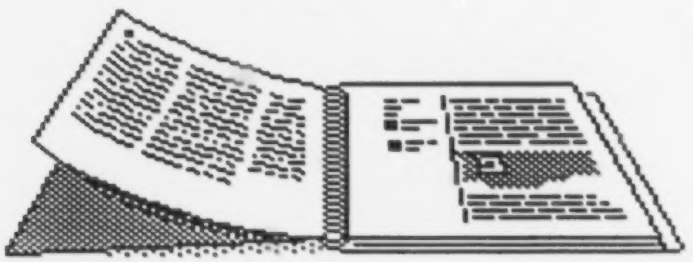
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

When it comes to feelings, our bodies usually react first before our minds can really decide just what it is we are feeling. When we are angry, excited, afraid, or in love, our bodies react in much the same way: our hearts beat faster, we tense up, we become more alert, and we may get sweaty palms. If we take a minute to think about our reactions, often we can clarify just what it is we are feeling.

Being able to decide and understand just what it is we are feeling is important before reacting to the emotion. When we can tune in to what it is we are feeling, we can choose an action which is appropriate for that feeling.

All of us have times when we're not really sure what it is we are feeling. If you're not sure, try not to react too strongly until you have had a chance to think about what it is that you are feeling.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. Naming Feelings:

Have the students name as many different feelings as they can and list these on a blackboard or large sheet of paper. **Materials needed:** blackboard or large sheet of paper, chalk or markers.

2. Deciding What the Feeling Is — An Example:

Describe the following situation to the group and then ask them what different feelings the main character might be feeling. "Dorothy is returning to the old neighborhood that she grew up in. As she gets close to her old house, a neighbor's large dog suddenly comes rushing toward her, barking wildly. She used to love this dog when she was younger."

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Tune in** to what is going on in your body that helps you know what your are feeling.
2. **Decide** what happened to make you feel that way.
3. **Decide** what you could call the feeling.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You just found out that you passed your GED test. Your friend who took it the same day didn't.

2. Your dorm got a low inspection score. Your RA cancelled all evening passes and scheduled a GI cleaning of the dorm. Your area was clean.

In the Community

1. Your baseball team is in the city league play-offs. You have to forfeit because some team members didn't show up for the game.

2. You are new in town. As you walk down the street, two people say "hello." The clerk in a store chats with you.

On the Job

1. You and your co-workers have worked really hard to finish a project. You overhear your boss telling one of the others that he or she has really done a great job.

2. At a staff meeting your boss surprises you with a well-deserved bonus check.

In a Social Situation

1. You're on a date with someone you really like. He starts saying unkind things about your best friend.

2. You've always admired a particular rock star. A friend of yours tells you a recent story that shows she has done really cruel and ugly things to other people.

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Describe the feelings a new enrollee to the Center might have. How could you help?
- What are some of the feelings you might have when you are ready to graduate from Job Corps?
- When you are new to the neighborhood and just getting settled in, what are some of the feelings you might experience?
- How might you feel if two co-workers were continually arguing with each other?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

23. Knowing Your Feelings

I tune in to signals from my body and mind, decide what causes these signals, then I figure out what it is I am feeling.

STEPS TO KNOWING YOUR FEELINGS

1. **Tune in** to what is going on in your body that helps you know what you are feeling.
2. **Decide** what happened to make you feel that way.
3. **Decide** what you could call the feeling.

Before we can act effectively on our feelings, we need to know what they are.

Feelings can often be powerful and confusing. Your body reacts first and then your mind decides what it is you are feeling.

By stopping to think about how your body is reacting and what it was that caused the feeling to start, you can usually discover what it is you are feeling.

Once you know what it is you are feeling, you can choose an approriate way to react.

All of us have times when we're not sure what we feel. If you aren't sure what you feel, try not to act on the feeling until you are sure of how you feel.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 24

Expressing Your Feelings

"Sometimes when we touch the honesty's too much . . ."

— Lyrics, 70's pop song

U.S. Department of Labor

Job Corps
24
Expressing Your Feelings
STAR SOCIAL SKILLS TRAINING

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students choose appropriate ways to show others what they are feeling.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 24. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #17 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

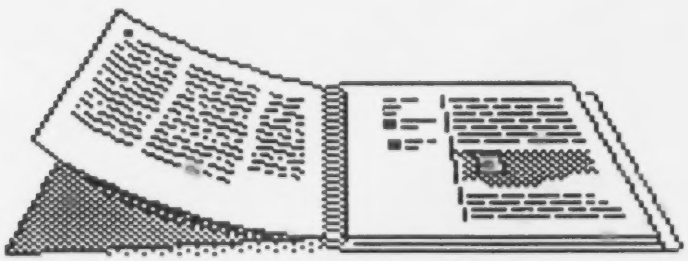
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Your feelings are a source of power and motivation for your actions. Once you've identified just what it is you are feeling, you need to think about how you might express or show those feelings.

You shouldn't deny or pretend that your feelings aren't real. It's okay to feel angry or sad or hurt. But how you choose to react or show your feelings is very important.

Instead of using the power of your feelings to be hurtful or destructive to others or to yourself, try other positive ways of expressing yourself. Try talking it out with a friend, or blowing off steam through exercise, or organize a protest to show how you feel. Use the power of your feelings to make a constructive change in whatever caused your feelings.

Everyone experiences a wide variety of feelings. Learning to understand those feelings helps us to choose appropriate ways to express what we feel.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Tape # 17

This short scenario takes place in a center cafeteria. The concepts of Expressing Your Feelings and Making a Complaint are introduced when Mike, a student, loudly and rudely expresses his feelings about what is being served for lunch. He is approached by the Food Service Manager and they discuss how Mike could express his feelings and make a complaint in a more appropriate manner.

ALTERNATE CHOICES

1. Stage the Event

Set up a situation with a co-facilitator where one of you is very rude or insulting to the other. Ask the group to decide what the feeling of the insulted person is and to give suggestions on possible ways to express it. List these. Be sure to get both positive and negative ways of reacting. **Materials needed:** blackboard and chalk, or large sheet of paper and markers

2. Finding Positive Expressions

Ask for a student to volunteer a situation where he or she is upset about something that has happened to them. Have all the other students give suggestions on possible ways to express it. Write these down on a blackboard. Have the group decide which responses would help the student toward his or her long-term goals and which would work against those goals.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Tune in** to what is going on in your body.
2. **Decide** what happened to make you feel that way.
3. **Decide** what you are feeling.
4. **Think** about different ways to express your feelings and pick one.
5. **Express** your feeling.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are on a sports team and your best friend on the team makes a big mistake that loses the game. Everyone else is razzing him or her for doing it. You aren't sure if you feel angry, disappointed, supportive, or what.

2. You've just learned of a family emergency. You can't find your counselor to discuss it.

In the Community

1. You bought a nice blazer at a store near your home. After wearing it once, the hem pulled out. The merchant says there is a no-refund policy

2. You are moving in to your new apartment. A neighbor brings you a plate of cookies to welcome you.

On the Job

1. You applied for a promotion. One of your co-workers who you really like was selected.

2. You were just selected for a promotion. A co-worker and friend also applied.

In a Social Situation

1. You and a friend bought expensive tickets to a rock concert. The concert was just cancelled because the star was sick.

2. You just learned that an old family friend has died.

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Can you think of a situation when you or a friend responded in anger when what you really felt was a different emotion? (maybe fear, sadness)
- Name some acceptable and appropriate responses to fear, happiness, sadness, etc.
- How could you express your anger in a way that would not be hurtful to you or others?
- What are some positive ways you could react to feelings of anger or frustration?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

24. Expressing Your Feelings

I choose appropriate ways to let others know what I am feeling.

STEPS TO EXPRESSING YOUR FEELINGS

1. **Tune in** to what is going on in your body.
2. **Decide** what happened to make you feel that way.
3. **Decide** what you are feeling.
4. **Think** about different ways to express your feelings and pick one.
5. **Express** your feeling.

Your feelings are a source of motivation and power for your actions. Once you have identified what it is you are feeling, you need to choose an appropriate way to express it.

Everyone experiences a variety of feelings. Don't deny or pretend your feelings aren't real. Everyone feels sadness, fear, anger and frustration.

Use the power of your feelings to make constructive changes in whatever caused the feelings.

Remember. Think about how you are feeling and what caused it before reacting. Then you can choose the right way to respond.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 25

Understanding the Feelings of Others

"I wish there were windows to my soul, so that you could see some of my feelings."

— Artemus Ward

U.S. Department of Labor

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students try to understand what emotions others are feeling and show understanding in an appropriate manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 25. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #9 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

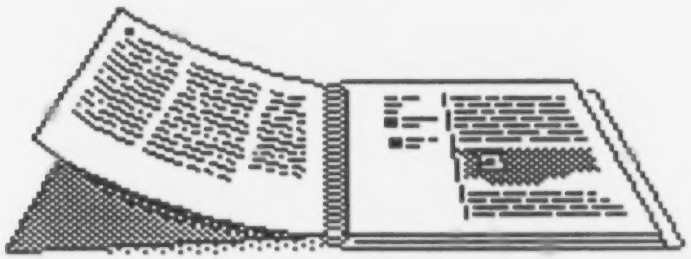
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Everyone has feelings. Feelings are not right or wrong. Everyone is entitled to their own feelings. Feelings just are. They can be manipulated by others, but they can only be created or changed by the person who has them.

In dealing with other people, you have to deal with the feelings they have, not the feelings you might want or expect them to have. This means you have to understand what the other person is actually feeling.

To understand what others feel, sometimes you can simply ask them. Other times that's not appropriate or possible so you have to figure it out indirectly. Do that by looking closely at how they are acting, and listening closely to what they say. Then think about what you would be feeling if you were acting like they are and saying or doing what they are doing.

Once you think you know what they are feeling, find a way to let them know you understand. Allow yourself some room in case you are mistaken about what they are feeling.

When you become skilled at understanding the feelings of others you will have fewer surprises in dealing with other people.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #9

This video is meant to elicit responses from students about times in their lives when they have experienced failure. It is a scenario in which two students discuss failing their driver's license test.

ALTERNATE CHOICES

1. Feelings . . .

Have students write out a feeling and place it in a hat. Have a student pull out and role play the selected feeling, or . . .

2. Have a student draw a feeling out of the hat and draw that feeling, or . . .

3. Have a student draw someone in the group and depict that person's feeling in the drawing.

4. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Watch** the other person.
2. **Listen** to what the other person is saying.
3. **Figure out** what the other person might be feeling.
4. **Think** about ways to show that you understand what he or she is feeling.
5. **Decide** on the best way and do it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your roommate has just broken up with her boyfriend.

2. Your best friend failed his GED test.

In the Community

1. A community leader's house was destroyed by fire.

2. A senior citizen fell down and broke both legs.

On the Job

1. Your boss has been chewed out by his boss for not completing a project on time.

2. A co-worker has experienced the death of a close family member.

In a Social Situation

1. Your roommate had a bad day at work.

2. Your boyfriend was fired.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are some ways that you can show someone that you understand how they feel?
- What are some physical clues you could use to figure out what someone else is feeling?
- What would you do if your boyfriend/girlfriend has been fired from his/her job?
- How could understanding someone else's feelings help you?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

25. Understanding the Feelings of Others

I can figure out what emotions others might be feeling and can show I understand them in an appropriate manner.

STEPS TO UNDERSTANDING THE FEELINGS OF OTHERS

1. **Watch** the other person.
2. **Listen** to what the other person is saying.
3. **Figure out** what the other person might be feeling.
4. **Think** about ways to show that you understand what he or she is feeling.
5. **Decide** on the best way and do it.

Everyone has feelings. Feelings are not right or wrong, they just are.

When you deal with other people, you have to deal with the feelings they have. That's why it's important to be able to understand what those feelings are.

Sometimes you can just ask the other person what he or she is feeling. Other times, that's not possible, so you have to figure it out. You can do that by watching what they are doing and by listening to what they are saying. then think about how you would be feeling if you were doing or saying the same things. Once you think you understand, try to find a way to let them know that you understand.

Tune into others. You'll be more understanding and helpful if you do.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 26

Dealing with Someone Else's Anger

"Never answer an angry word in kind. It's the second word that makes the quarrel."
— Anonymous

U.S. Department of Labor

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students try to understand another person's angry feelings and choose a response that is constructive.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 26. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape: *(Video unavailable at this time.)*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

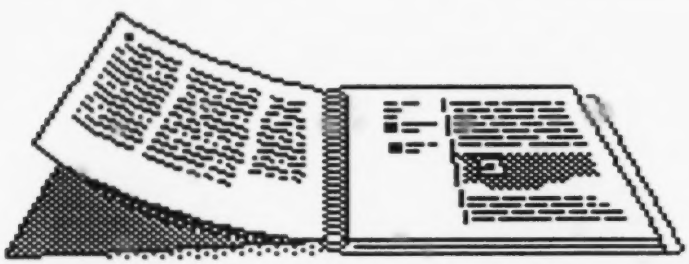
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

At some time, each of us has had to face an angry person whether it's our boss, a friend or someone else. Anger is a part of life and can be constructive or destructive.

Often when another person is angry they can be abusive or accusing towards us, leading us to start reacting to the anger before we have any clear idea of what their anger is all about. When we react blindly to the anger, we can make all kinds of mistakes ourselves.

Before you respond, it is important to find out what the anger is all about and why it is being directed at you. To do that you must stay calm, listen closely to what the other person is saying, and ask questions that will help you understand.

Once you decide why the other person is angry then you can choose a good way to respond to that anger.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *Video unavailable at this time.*

ALTERNATE CHOICES

1. Before the group starts, set the scene with a student. Enter the room very angry, slam the door and start yelling in an accusatory fashion. The "victim" should demonstrate a calm and cool approach to the angry person. Have students discuss how they felt during the angry episode.

2. Have student volunteer to come in front of the group and demonstrate different ways of displaying anger using nonverbal behavior. It should show the range from aggressive anger to sulking anger, etc.
Materials needed: none

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Listen** to the person who is angry.
2. **Try to understand** what the angry person is saying and feeling.
3. **Decide** if you can do something to deal with the situation.
4. If you can, **deal with** the other person's anger.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your roommate comes back to the room, is very angry, and punches a hole in the wall.

2. The student in front of you didn't get his paycheck.

In the Community

1. You scraped someone's new car with your bumper.

2. You beat someone out of a parking place.

On the Job

1. One of your customers thinks you sold them defective merchandise and is

2. Your boss' secretary called in sick again and she's angry.

In a Social Situation

1. You're late picking up your date and you miss the start of the movie. Your date is angry.

2. You accidentally spill food on someone's new outfit. They are angry.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How do you feel when someone gets angry at you? How do you respond?
- What would you do if your boss got very angry with another employee for something that was your fault?
- Do you have any friends who get angry easily? How do you deal with them?
- How do you try to calm someone who's angry?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

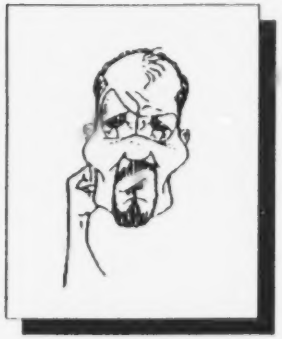
Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

26. Dealing with Someone Else's Anger

I understand the angry feelings of others and try to respond in a proper way.

When others get angry at us, it's easy to respond by getting angry back. We react to the anger rather than what's causing the anger. We end up not solving the problem and possibly making it worse. Before responding to the anger it helps to take a mental step back and find out why the other person is angry. Do that by listening, asking questions, and staying calm yourself. Once you know why the other person is angry, decide if you can do anything.



by James Darwin, Keystone, JCC

STEPS TO DEALING WITH SOMEONE ELSE'S ANGER

1. **Listen** to the person who is angry.
2. **Try to understand** what the angry person is saying and feeling.
3. **Decide** if you can do something to deal with the situation.
4. If you can, **deal with** the other person's anger.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 27

Expressing Affection

"A hug is a perfect gift — one size fits all, and nobody minds if you exchange it."

— Ivern Bau

U.S. Department of Labor

Job Corps
27
Expressing Affection
STAR SOCIAL SKILLS TRAINING

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students show others that they care, in an appropriate manner at an appropriate time.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 27. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #13 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

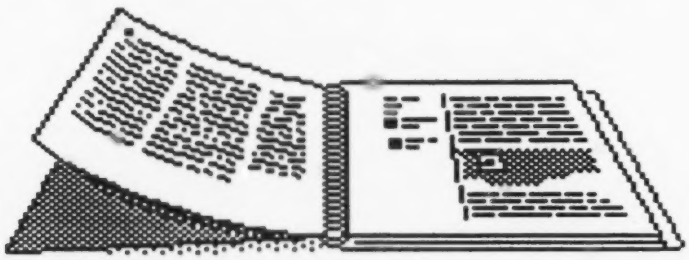
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Expressing affection makes us feel good and lets the other person know how we feel about them. Affection can be expressed in many ways either by word or deed.

Some people feel uncomfortable either giving or receiving affection. It helps to start with the small gestures, a kind word, a pat on the back, etc. Like giving and receiving compliments, learning how to express affection gets easier with practice.

Expressing affection doesn't have to be limited to just our social/personal life. At work we express our affection for our supervisor or co-workers by giving birthday cards, welcoming someone back from vacation, etc. It's the little things that count in building relationships.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #13.

This video is a number of short scenarios displaying people interacting with each other in an affectionate way.

ALTERNATE CHOICES

1. Expressing Affection Without Words

Have the group stand in a circle. Using nonverbal language, go around the circle and demonstrate ways to express affection.

2. Many Ways to Express Affection

Form 3 or 4 small groups and direct each group to brainstorm ways to show affection for others. Ask each group to share their lists with everyone else.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you have good feelings about the other person.
2. **Decide** if the other person would like to know about your feelings.
3. **Choose** a good way to express your feelings.
4. **Choose** a good time and place to express your feelings.
5. **Express** your feelings in a friendly way.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you have good feelings about the other person.
2. **Decide** if the other person would like to know about your feelings.
3. **Choose** a good way to express your feelings.
4. **Choose** a good time and place to express your feelings.
5. **Express** your feelings in a friendly way.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are appropriate ways to show your boss or co-worker that you care about them?
- How do you feel when you show others how much you care about them?
- How should you express affection for a boyfriend/girlfriend in public?
- What are some simple things you can say or do to express affection?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

27. Expressing Affection

I show others that I care for them, in an appropriate way at an appropriate time.

STEPS TO EXPRESSING AFFECTION

1. **Decide** if you have good feelings about the other person.
2. **Decide** if the other person would like to know about your feelings.
3. **Choose** a good way to express your feelings.
4. **Choose** a good time and place to express your feelings.
5. **Express** your feelings in a friendly way.

Expressing affection covers the whole range from liking someone to loving them. It is important to recognize that there is a whole range of ways for you to feel and express affection. Don't limit yourself by thinking it has to be felt or expressed only in certain ways.

Some people feel uncomfortable either giving or receiving affection. Just start with the small things you can do to show others how much you care about them.

Expressing our affection for someone makes us feel good and lets the other person know how important they are to us.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 28

Dealing with Fear

"We must constantly build dikes of courage to hold back the flood of fear."
— Martin Luther King, Jr.

"We have nothing to fear but fear itse.lf."
— Franklin Delano Roosevelt

U.S. Department of Labor

Job Corps
28
Dealing with Fear
ST★R SOCIAL SKILLS TRAINING

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students figure out why they feel afraid and then choose actions to reduce the fear.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 28. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #11 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

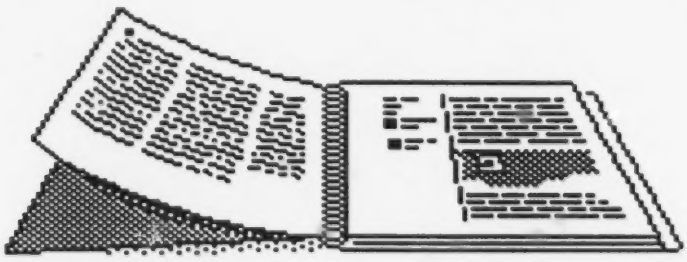
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Everyone has times when he or she feels afraid. Fear is something that occurs to us all, no matter how strong or in control we may feel. There are all kinds of things that people fear. Some relate to physical harm that could come to us, or fear of looking foolish, or fear of failure.

Have you ever been intimidated or threatened by someone else? Have you ever had to speak in front of a large group? Did you ever feel afraid before taking an important test? Lots of things cause fear.

Often there are things we can do to prepare ourselves for a fearful situation to reduce the fear that we may feel. Think about what you might be afraid of. Is it something that you can get ready for? When you fear failing a test, you can study ahead of time. If you fear public speaking, you could practice before you have to do it.

Think about how you want to respond to a fearful situation. Decide what it is that you fear and if you can do anything to reduce that fear. Then do what you can to face the situation.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #11

This video features three scenarios: 1) a student taking a test he's not prepared for; 2) a girl alone and afraid while whe is taking a shortcut through a dark, forested area to catch a Metro train; and 3) a student going on a job interview.

ALTERNATE CHOICES

1. Pictures of Fear

Give each student a sheet of paper and a crayon or pencil. Allow them three minutes to draw something that they are afraid of. Share it with the group.

2. Kinds of Fear

Have the students name things that children are afraid of. Then list things that teenagers are afraid of. List things adults are afraid of. Compare the lists.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you are feeling afraid.
2. **Think** about what you might be afraid of.
3. **Figure out** if the fear is realistic.
4. **Take steps** to reduce your fear.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer who you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You broke a serious Center rule and are going to go before the Center review board.

2. You are about to graduate and need to find a place to live on your own.

In the Community

1. You've been asked to make a presentation about your trade in front of the Community Relations Council.

2. You left work late and have to walk across a dark parking lot to catch the bus.

On the Job

1. Tomorrow is your first day on a new job.

2. You have a big assignment to do and you don't think you'll be able to finish it on time.

In a Social Situation

1. You borrowed your dad's new car and accidentally scraped the fender.

2. You and a friend are getting ready to go on a vacation trip. You've never before travelled out of state.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are some things that make students afraid when they are coming to Job Corps?
- What are some things that make students afraid when they are about to graduate from Job Corps?
- What are some things you could do to reduce your fear?
- What are some of the physical signs you feel when you are afraid?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

28. Dealing with Fear

I can figure out why I feel afraid and do something to reduce the fear.

STEPS TO DEALING WITH FEAR

1. **Decide** if you are feeling afraid.
2. **Think** about what you might be afraid of.
3. **Figure out** if the fear is realistic.
4. **Take steps** to reduce your fear.

Fear is something that everyone experiences no matter how strong or in control they may be. We have fears about physical harm, about looking foolish, or about failing at something that is important to us.

Often there are things you can do to reduce some of the fear that you are feeling. Think about what you are afraid of. Can you prepare in advance for the situation?

Decide how you would like to respond to the situation. If you can prepare in advance, do it. Then face the situation as best you can, knowing that you are as ready as you can be.

68

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Feelings

NUMBER 29

Rewarding Yourself

"This above all: To thine own self be true"

— Shakespeare

U.S. Department of Labor

Job Corps

29

Rewarding Yourself

ST★R SOCIAL SKILLS TRAINING

Skills For Dealing With Feelings

Adolescence is a time of exploration of one's feelings. It is also a time when feelings can seem so strong that they can be almost overwhelming. Learning to understand and deal with feelings is especially important to our students as they reach adulthood.

Objective

This lesson will be accomplished when the students praise or reward themselves when they have done something to deserve it.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 29. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape: *(Video unavailable at this time.)*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

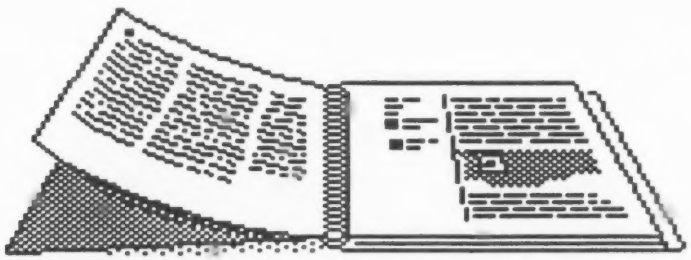
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Reorder # 40629

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Rewards.**
   Ask each student to think to themselves about something they would like to reward themselves. Ask what they did to deserve the reward.

2. **Verbal Rewards.**
   Have students volunteer something they have done well. Ask the others to suggest verbal rewards that each student could give to himself/herself.

3. Create your own "Attention-Getting" activity.

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

One of the nicest things you can do for yourself is to learn how to reward yourself. You are the person who knows best what you have done and when you deserve to be rewarded for it.

It is important to learn to recognize for yourself when you have done a good job. You can't always count on others to be aware of that, or to give you a reward for it.

There are all sorts of rewards you can give yourself. Think about what you have done and congratulate yourself for a job well done. It is important for you to recognize for yourself what you did. You can also give yourself a treat. Take time to listen to some music you've been wanting to hear. Go out to lunch. Buy yourself a milkshake. You know best what would be a reward for you.

Be sure to reward yourself as soon as possible after you've done something. But don't reward yourself ***before*** you do it.

Take care of yourself by rewarding the good things you do. It will make you feel good about you!

CONTINUED ON
PAGE 5

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you have done something that deserves a reward.
2. **Decide** what you could say to reward yourself.
3. **Decide** what you could do to reward yourself.
4. **Reward** yourself both ways.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You've been preparing for a long time and you finally passed your GED. How could you reward yourself?

2. In your vocational program you finally mastered a difficult task.

In the Community

1. You finished walking in a walk-a-thon.

2. You donated blood for a blood drive.

On the Job

1. You've just finished your probation period at work and got permanent status.

2. You finally found a job.

In a Social Situation

1. You planned a surprise party for your rommate. It went really well.

2. You passed your driver's test. How will you reward yourself?

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What kinds of things can you do to reward yourself that don't cost money?
- How does it make you feel when you do something well?
- How have you rewarded yourself in the past?
- What could you say to reward yourself?

7. Conclude the Session:

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29. Rewarding Yourself

I praise or do something nice for myself when I deserve it.

STEPS TO REWARDING YOURSELF

1. **Decide** if you have done something that deserves a reward.
2. **Decide** what you could say to reward yourself.
3. **Decide** what you could do to reward yourself.
4. **Reward** yourself both ways.

One of the nicest things you can do for yourself is to reward yourself. After all, who knows better than you when you have done something that deserves to be rewarded? And who else knows just what kind of reward you would appreciate the most?

You can't always count on others to recognize when you have done well or to reward you for it.

A reward can be as simple as congratulating yourself for a small achievement. Or it could be allowing yourself time to do something that you enjoy, like taking a walk, or listening to some music that you enjoy. Or you could treat youself to a new tape, or a sweater that you've been wanting.

When you have done something well, reward yourself. You'll feel good about you.

79